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Multiple Intelligences Chapter 2

Much of this chapter stuck out to me because it was almost exactly what we did in our first class. From our class I learned that as a learner I prefer musical and verbal styles for learning. I also tested highly for both interpersonal and intrapersonal while kinesthetic and visual graded towards the middle and naturalist and logical I graded towards the bottom. Having this information gives me the ability as a teacher to assess areas of weakness and seek out help from colleagues or students who excel in those areas. One thing I found that was important in the chapter was the section that told us to encourage students to work outside of their learning areas. If we encourage students to do exclusively what they're comfortable with they will never become multi faceted learners and will start to feel that they are inadequate in other areas. I personally have had this experience with certain subject areas. When you are told that you should focus on other subjects or that one subject is not your strength it discourages you from ever working on that subject again. These can be formative moments in someone's learning and an educator should take every opportunity to encourage students to work through their difficulties. Addressing areas of weakness is as important as identifying areas of strength. Using a test like the multiple intelligences test at the beginning of a semester could also help shape my lesson plan if I find that many students are visual learners I can try to shift my lessons accordingly, while keeping a healthy balance of other intelligences as well.